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ABSTRACT

This paper begins with a historical survey of cooperative arrangements in teacher education. It explains how the trend toward joint ventures in teacher education began in the late 1950s and early 1960s, and how, since 1968, a variety of arrangements have been developed to accommodate the need to work together. Partnership is defined as regularized collaboration wherein schools and colleges, with related institutions, agencies, and organizations, are professional equals and are jointly responsible and accountable for educating teachers. Eight elements in the rationale for cooperation and partnership are listed and the following five common forms of partnership are described: (a) internship, (b) clinical teaching center, (c) professional development center, (d) regional council, and (e) state level partnerships. Promising developments in the area of cooperation and partnership are also listed. (PB)

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COOPERATIVE APPROACHES TO TEACHER EDUCATION: THE STATE OF THE ART

An Historical Survey of Recent Cooperative Arrangements, the Meaning of Partnership, Forms of Partnership, Evolving Roles, and Promising Developments

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COOPERATIVE APPROACHES TO TEACHER EDUCATION: THE STATE OF THE ART

Schools and colleges have been loosely affiliated in the preparation of school personnel since before the turn of the century. Student teaching and, occasionally, other clinical experiences brought them together. But despite marked changes in teacher education, especially following World War II, it was not until about 1960 that true partnerships were developed in more than a relative handful of settings.

At that time the climate affecting student teaching was changing. The stresses and strains of the prevailing loose affiliation of schools and colleges could not be ignored. Several patterns for partnership arrangements had been developed and were being refined. It was during the late 1950's and early 1960's that the trend toward joint ventures in teacher education really got under way.

This trend did not grow out of one particular program or innovation. Through trial and error, pressured by obvious need, partnerships developed in widely scattered parts of the country. From about 1960 to 1967 there was much stirring, studying, testing, and "getting with it." To a great extent, teacher education was in a turmoil because of the changing relationships among schools, colleges, and other agencies.

Since about 1968 collaboration has no longer been just for the bold, the far-sighted, the innovative. Schools and colleges, often along with other agencies and organizations, have now developed a variety of arrangements to accommodate their need to work together. These range from rather distant, ill-defined patterns to close, well structured relationships.

Definition of Cooperation and Partnership

Partnership is the key to cooperative approaches to teacher education. Partnership requires regularized collaboration wherein schools and colleges, with related institutions, agencies, and organizations, are professional equals and are jointly responsible and accountable for educating teachers.

Elements in the Rationale for Cooperation and Partnership

1. Partnership provides an interinstitution between school and college, with support and involvement by appropriate related organizations and agencies.

2. Partnership, through development of organized interinstitutions, furnishes structure needed for joint policy making and clearly delineated administration of that policy.

3. Partnership is collaboration by professional equals: it requires mutual respect for and encouragement of the differing talents, knowledge, and viewpoints participating personnel bring with them from their respective

institutions, organizations, and agencies.

4. Partnership demands clearly defined roles and responsibilities for all participants.

5. Partnership serves to establish common purposes and commitment for all who participate.

6. Partnership provides enough flexibility so that changing circumstances, differing needs, new personnel, innovative practices, experimental processes and nowel ideas may be accommodated.

7. Partnership rests upon full and appropriate participation by all participants in the decision making process.

8. Partnership requires that the resources of the participating institutions, organizations, and agencies be committed to the joint venture.

Five Common Forms of Partnership

1. Internship
The basic elements of the internship are these. The intern is a teacher education student who has completed student teaching; he is an employee of the school district; he has basic responsibility for the class or classes he is assigned; part of his supervision comes from a skilled teacher-supervisor who is given released time for the task; the other part of his supervision comes from the college supervisor who works closely with the teacher-supervisor so that they are a supervisory team.

2. Clinical Teaching Center
The clinical teaching center contains a clustering of student teaching, internship and/or other clinical experience stations. A coordinating group consisting of personnel from school, college, and occasionally other organizations and agencies is the basic structural entity. It is semi-autonomous and the special conditions of its setting and resources make it unique and separate from every other clinical teaching center. There is recognition that every professional in it is a part of the joint venture--a member of the team with special talents, skills, and/or knowledge needed to make the team effective.

3. Professional Development Center
The professional development center is based on the idea that continuing development and renewal of professional personnel is necessary for improving the quality of instruction in schools and colleges. Practitioners are provided opportunities for experiemntal teaching, action research, curriculum improvement, and refinement of professional skills. The immediate needs of teachers are given first priority. The center results from a partnership of school, college, and often other organizations and agencies. A steering group composed of representatives of all participating institutions, agencies, and organizations directs the operation

of the center. Practitioners are particularly important to the effective functioning of this group. It sees that roles and responsibilities are clear, decides upon programmatic thrusts, establishes criteria for choosing projects, and handles policy matters. The roles of representatives of schools, colleges, teacher organizations, related agencies, and individual practitioners are quite different, yet they must work closely together while functioning as a team.

4. Regional Council
The regional council is a coordinating agency for teacher education activities of one or more colleges, several school districts, and other organizations and agencies. It covers a fairly large geographical area. The council, composed of representatives of all members of the partnership, is the policy making body for the joint teacher education program. Since it deals with policy for a large area and many constituents, there is usually rather wide latitude for the development of clinical teaching centers, professional development centers, and other variations in program and procedure at the local level.

5. State Level Partnerships
The basic feature of this form of partnership is the deep involvement and central role of the state department of education. Other agencies, institutions, organizations, and individuals join with it for the advancement of teacher education. Many state level joint ventures rely on outside funding and are designed to accomplish their tasks within a specified period of time. Others are on-going operations. Some are mandated by the state, others are voluntary. In any case, however, partnership is the foundation stone.

Promising Developments

1. Teacher organizations are becoming fully involved and are destined to play a major role in all forms of partnership and at all levels.

2. State departments of education are becoming full participants in all forms of partnership; there is growing emphasis on state level cooperative ventures.

3. The evolution of partnership forms has persisted; structures, procedures, and programs continue to become more refined and sophisticated.

4. Partnerships are now being seen as valuable means for enhancing the continuing development and renewal of all professional in the participating institutions, organizations and agencies.